Connections

At all levels, science should be taught with an awareness of its connection to other subjects and to society's needs. As author James Burke wrote in1978, "This interdependence is typical of almost every aspect of life in the modern world. We live surrounded by objects and systems that we take for granted, but which profoundly affect the way we behave, think, work, play and in, general, conduct our lives and those of our children." The *SCS* embodies this sense of connections, as each level draws on those that precede it and contributes to those that follow.

Scope

An enormous amount of scientific content has accumulated at an increasing rate, causing curricula to thicken as material is added but rarely deleted. The science component of the *SCS*, therefore, does not include all science, but instead focuses on the fundamentals of science that all students should understand and be able to do as they move towards scientific literacy. Although the revisions suggest less coverage of some topics, they place more emphasis on teaching for understanding and the ability to apply that understanding to real life.

The Basic Educational Program for North Carolina's Public Schools specifies that *The North Carolina Standard Course of Study* is the curriculum that should be provided in all schools throughout the state. Local schools are in compliance with the *Basic Educational Plan* by providing the learning experiences as described in the *SCS*.

Underlying these standards is the principle that neither gender, nor economic status, nor cultural background limits a student's ability to understand scientific principles and develop science-related skills.
